COVID-19 National Testing Programme:

'How to Guide'

Rapid Testing on-site (ATS) in Secondary Schools and Colleges

RP03/05 - 23 FEB 2021 *This has been developed with the Department for Education and currently applies to **England only**. Further guidance will be developed by the devolved governments.*

These are working documents and subject to change through the course of the testing programme rollout.

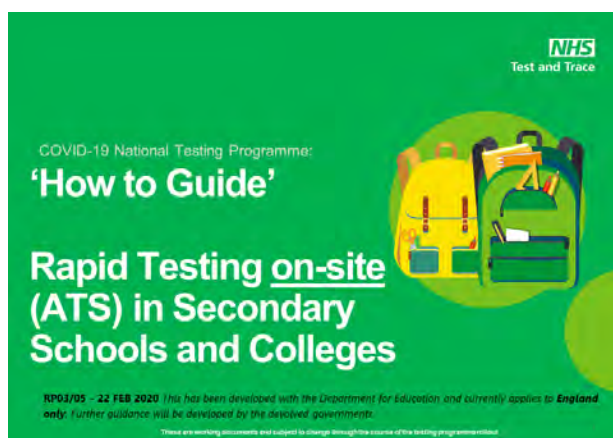# This document and other guidance available

NHS Test and Trace

❗ **You should read the orange guide first, before reviewing this document or any other guidance** ❗
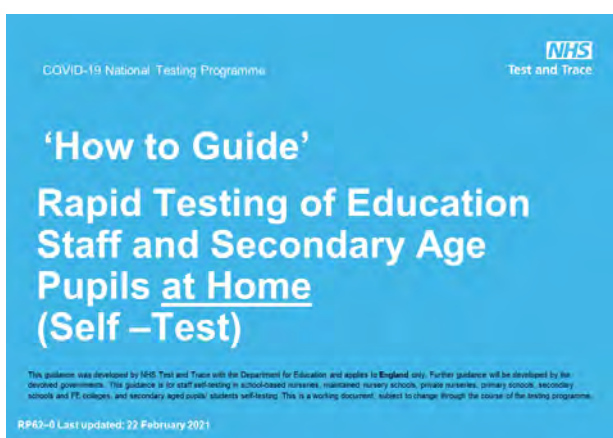
1

The orange guide provides an overview of the testing journey for secondary schools and colleges from March 2021 onwards.

2

This document (the green guide) sets out how to set up an Asymptomatic Test Site (ATS) in your secondary school or college. This is required for when your pupils and students first return in March 2021

3

The blue guide sets out how to test your staff and students using test at home kits.

Before transitioning your secondary aged pupils and students to testing at home, you should have set up an ATS and tested them 3 times on site.

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Overview

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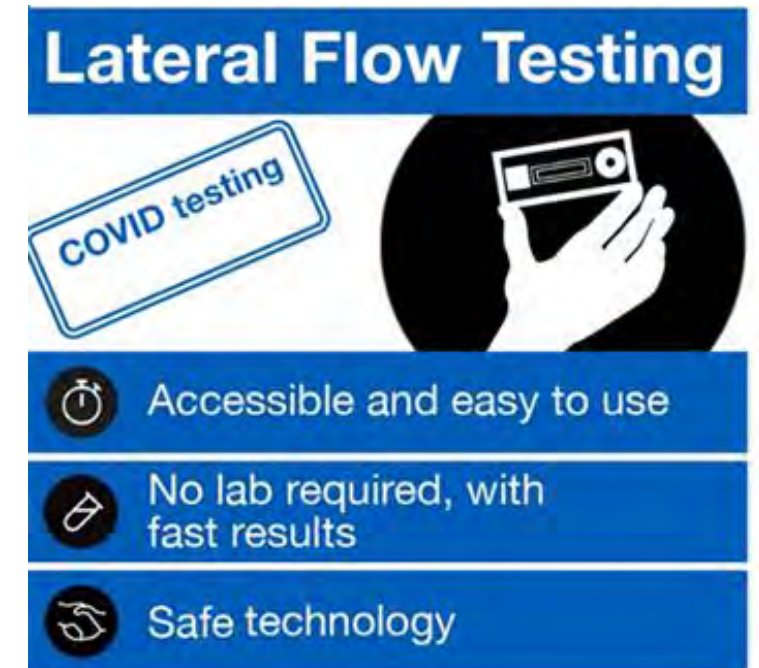
Who is being tested and why?

Testing is important because staff, students and pupils without symptoms could be carrying the virus and may spread it to others. Testing staff and students without symptoms will support schools and colleges to operate as safely as possible.

Simple and quick tests, known as Lateral Flow Device (LFD) tests, enable us to rapidly test pupils, students and staff, without the need for a laboratory. Secondary schools and colleges have been provided with these test kits to conduct testing on site via an **Asymptomatic Test Site** from January 2021.

We will keep schools and communities safer by working together to:

1 **Test as many secondary pupils and students on their return to secondary school and colleges.**

2 **Helping to break chains of transmission by carrying out twice weekly testing (three to five days apart) of both secondary and college students and staff.**

! This asymptomatic testing programme does not replace current guidance for those with symptoms or those identified as a close contact of a positive case. Anyone with symptoms, whether they are involved in this programme or not, should book a free NHS test and follow government self-isolation guidance until the results of their test are known. Testing also does not replace basic preventative measures such as regular handwashing, PPE and social distancing.

Lateral Flow Testing

COVID testing

- ⏱ Accessible and easy to use
- 🧪 No lab required, with fast results
- 🔒 Safe technology

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Key Questions

1 **What does on-site (ATS) testing involve?**

Individuals are supervised as they undertake a lateral flow device. The individual swabs themselves and the testing site staff will collect the swab, process the test and record the results. Often on-site testing is referred to as an Asymptomatic Test Site (ATS)

2 **Why can't I test at home?**

It is very important that initially pupils and students are supervised whilst swabbing to make sure they are doing it correctly. This is why testing will initially take place on-site (ATS). As a result, the secondary schools and colleges should offer students three tests via an ATS, three to five days apart, upon their return. Testing on-site initially, via an ATS, is a condition of being able to transition pupils and students to test at home.

3 **Will I always need to provide on-site (ATS) at my school or college?**

Yes, whilst there is a need for testing, schools and colleges should retain a small ATS on site so they can offer testing to students who are unable or unwilling to test themselves at home. After the initial three tests on return, you will be able to scale back the number of bays you have to match the number of students you believe are unable to test themselves at home.

4 **What age students/pupils can I test?**

You should test students and pupils that are aged 11 and above and are attending a secondary school or college. This includes adult learners (19+) that are attending college. There is no testing of primary aged pupils.

The testing journey

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1

Provide consent

Students, pupils and staff need to provide consent (where required via a parent or guardian.) Consent form is available here.

2

Register

Students, pupils and staff register online to participate. This includes the registration of the barcode assigned to the LFD[1] **Note**: this can be done in advance (up to 24 hours in advance of the test) or immediately after the test (up to 24 hours after a test).

3

Collect sample

Students, pupils and staff complete a supervised throat and nasal swab test. Guidance is available on support for pupils who cannot self-swab and those with SEND.

4

Read the test

Negative   Positive   Invalid

The Testing Processor will analyse the result against the manufacturer's instruction for use and interprets result as negative, positive or invalid. The LFD barcode and the result are recorded and submitted[1].

!

STEPS 7-8 ON THE NEXT SLIDE ARE ONLY REQUIRED IN THE CASE OF A POSITIVE RESULT

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Close contacts

Pupils, students and staff who are close contacts of a positive case are notified and isolate in accordance with government self-isolation guidance

5

Report result

Positive result:
Student, pupil or staff member is notified of the result. **They will have to return home and self-isolate**

Negative result:
Log result against LFD test ID. Individual does not have to self-isolate and can attend school or college.
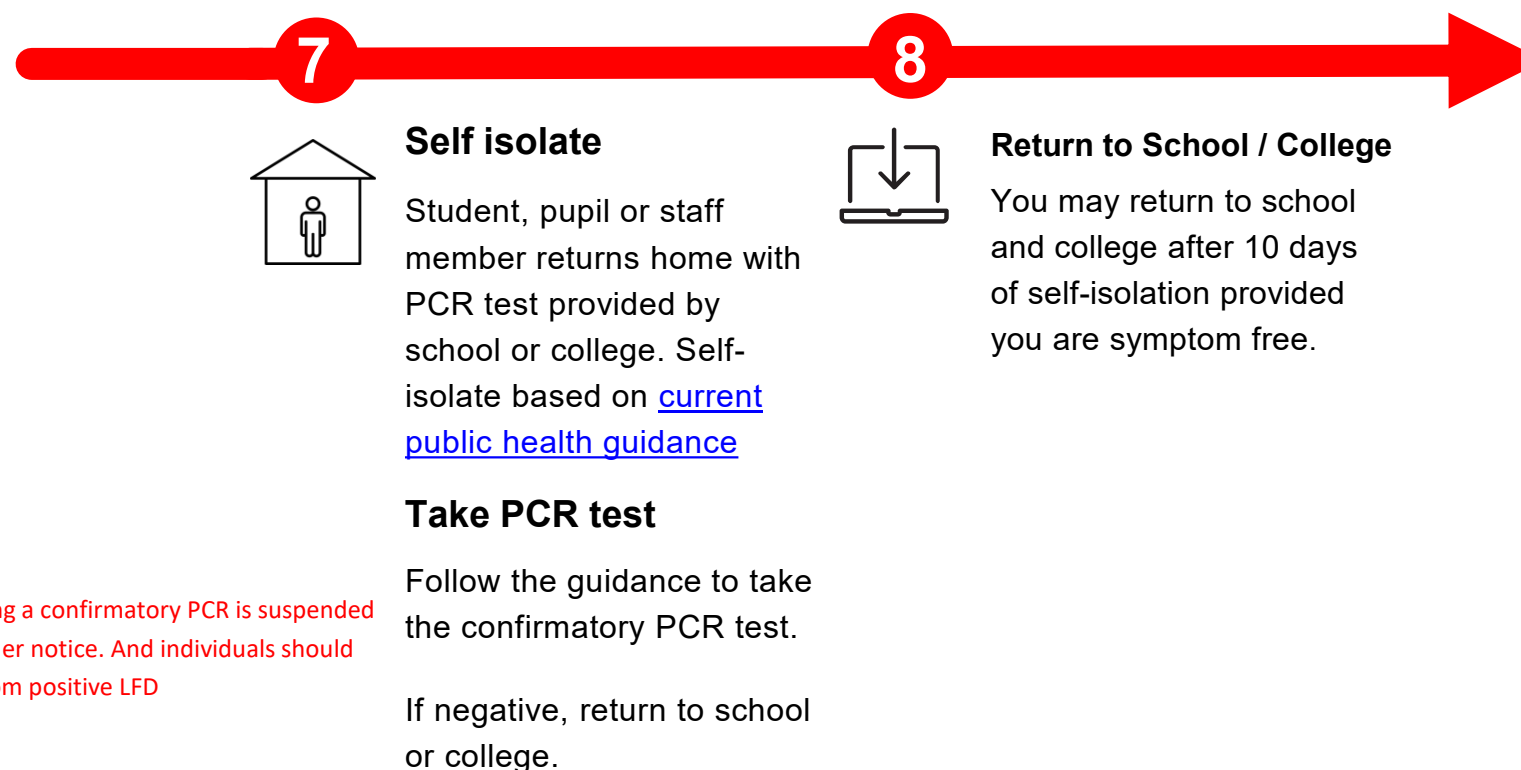
Invalid result:
Student, pupil or member of staff to take a new LFD test – collect new sample.

1. See pages 28 to 33 for more detail

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The testing journey: positive result

For individuals who have returned a positive LFD test, schools and colleges should follow the following steps:

7 ——— **8** ——→

Self isolate

Student, pupil or staff member returns home with PCR test provided by school or college. Self-isolate based on [current public health guidance](#)

Return to School / College

You may return to school and college after 10 days of self-isolation provided you are symptom free.

Take PCR test

Follow the guidance to take the confirmatory PCR test.

If negative, return to school or college.

! **If, at any point, a student, pupil or staff member begins displaying symptoms they must follow [government guidelines](#).**

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Step 1 – Receiving your deliveries

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Receiving your delivery of test kit

- A bulk delivery of testing kits suitable for use in Asymptomatic Test Sites was made on 4 January and you should have sufficient supplies for on-going on-site (ATS) testing.

- However, if you have insufficient testing kits please contact DfE via the re-ordering contact us form

- For information, testing kits and PPE are delivered on large pallets containing up to 1000 testing kits, PCR tests and PPE. The image below shows how they typically arrive.

- You will need to consider where to store these. The test kits should be kept at a temperature of between approximately 2'C and 30'C.

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What's in your delivery?

These illustrations are examples of the test kits and other resources you will be sent. The products in your test kits may not look exactly like the illustrations below. Full instructions will be included with the materials sent to your school / college. Each test kit will include the following items:

Testing Kit

25 x SWABS
Inside a sealed wrapper
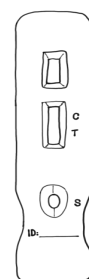
25 x LFD CARTRIDGE
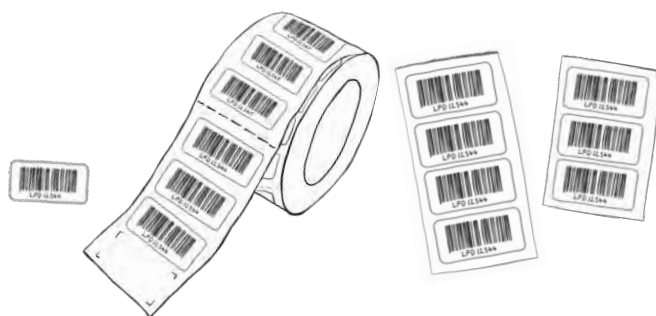Where the sample is analysed

2 x BOTTLES OF EXTRACTION SOLUTION
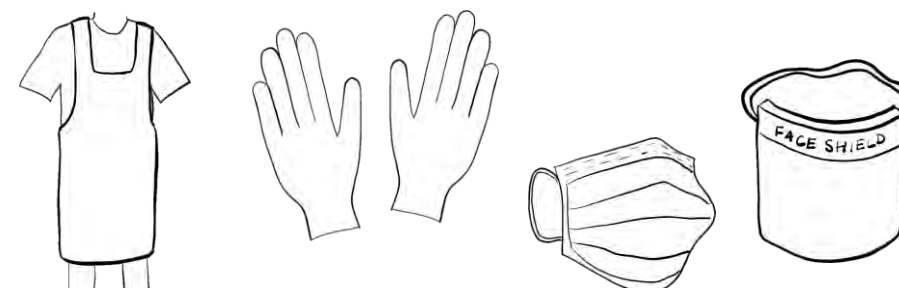Used to prepare the swab before results analysis

25 x EXTRACTION TUBES
Where the swab is processed before the sample is analysed

Additional resources

UNIQUE TEST BARCODES
Unique barcodes come in sets of 3 or 4. They are used to match participants to their test sample. **Barcode sets cannot be shared or re-used, they are unique to the individual participant.**

PERSONAL PROTECTIVE EQUIPMENT (PPE)
Detailed guidance about what kind of PPE different workforce require are available on page 15 and also in the **Training** guide (available in due course).

- Disposable plastic apron
- Latex free disposable gloves (S, M, L, XL)
- Fluid-resistant (Type 11R) surgical mask (FRSM)
- Eye protection

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!

Before you start:
Communicate with staff, students and parents, guardians or carers that testing is being rolled out in your institution. Share related materials with them, explain the testing process and ask them to provide consent via relevant parents or guardians.

Step 2 – Setting up your test site

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What kit do you require?

Use this slide as a checklist for the resources and materials you will need to carry out testing safely.

PROVIDED BY NHS TEST & TRACE

- ❑ Lateral Flow Test kits

- ❑ Barcodes

- ❑ PPE: disposable gloves

- ❑ PPE: disposable plastic aprons

- ❑ PPE: Type 11R surgical masks

- ❑ PPE: eye protection (goggles/visors)

- ❑ Bowls

- ❑ Instructions for swabbing and processing tests

- ❑ Quality, compliance and risk management templates

- ❑ Guidance and templates for consent, data privacy and communications

PROVIDED BY THE SCHOOL / COLLEGE

- ❑ Test site (e.g. school hall, classroom)

- ❑ Tables

- ❑ Chairs

- ❑ Hand sanitizer (Please see SOP section 11.3 – Cleaning Policy for acceptable types).

- ❑ Disinfectant wipes

- ❑ Mop & bucket and cleaning material (See SOP section 11.3 for acceptable clearing products)

- ❑ Tissues

- ❑ Signage that can be cleaned, and laminated instructions on swabbing and processing for each bay

- ❑ Computer(s) for test registration upload

- ❑ Smartphone or tablet device (to scan barcodes – *not essential)*

- ❑ General waste bin*

- ❑ Clocks / Timer

- ❑ Mirrors

- ❑ Trays to transfer tests to the processing table

- ❑ Tube racks or equivalent (can be microarray test tube racks)

- ❑ Tape and/or plastic sheets to separate testing bays

- ❑ First aid supplies

- ❑ Stationery supplies: markers, pens, printers

* As a result of the revision to guidance, agreed with DEFRA, ATS waste can be disposed of through your mainstream waste disposal route

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What your testing site should look like

We know every setting is different. That's why this testing site is flexible – it can be set up and dismantled to accommodate other things happening in the space.

Registration Desk
Recording Desk
Processing Area
Swabbing Desk
Processing Desk
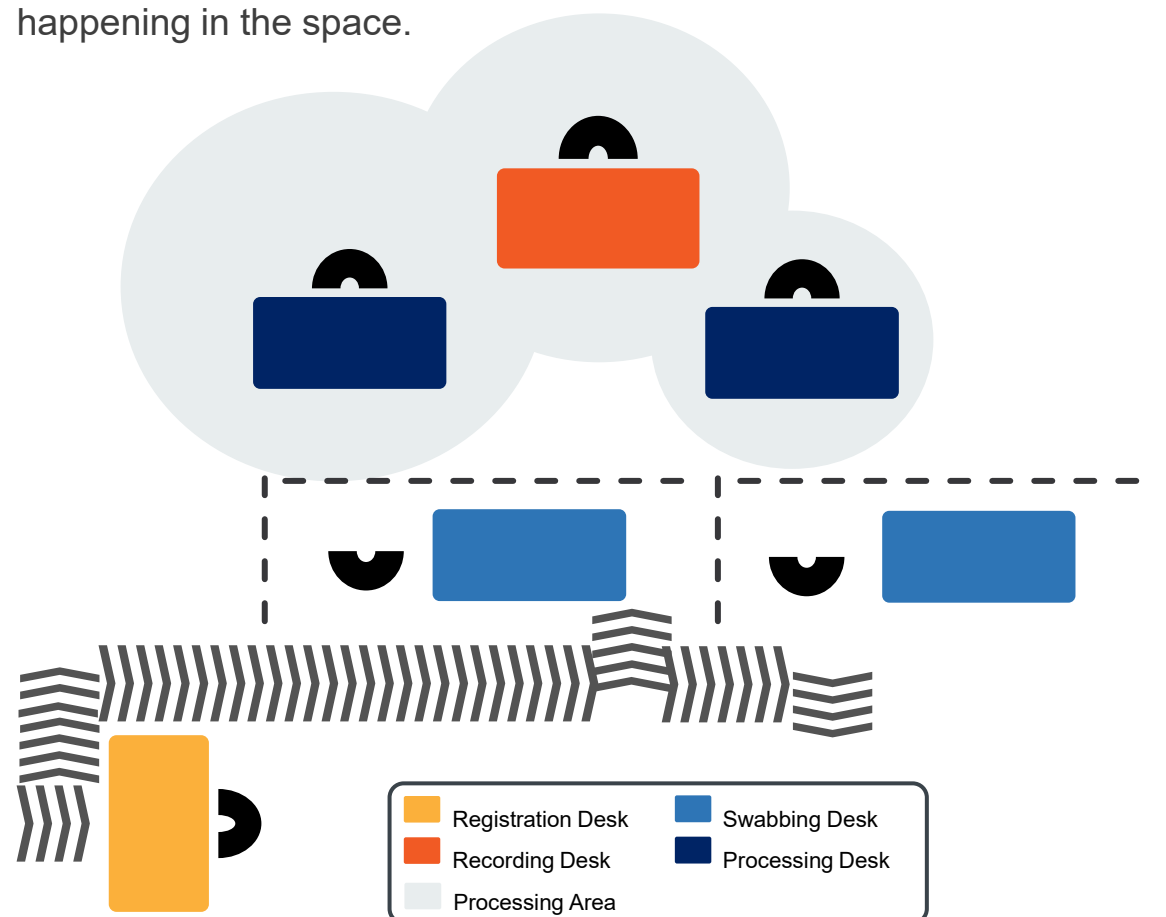
Key layout requirements

- Test site flooring must be **non-porous.** The flooring should be easy to clean and carpeted flooring should be avoided. If carpet cannot be avoided, a covering material which is easily cleaned (such as thick plastic sheeting) should be installed over the carpet and the school should complete a risk assessment for ability to withstand regular and deep cleaning with approved cleaning products.

- Test site must be **well lit** and have **good airflow** with no recirculation of air

- The ambient **temperature should be 15-30°C** for the lateral flow devices to operate and **2-30°C for storing them**

- **Registration desk** at the first point where individual being tested would enter the test site

- **One-way direction of travel** for pupils/students or staff being tested. If not possible, enough room should be provided for individuals being tested to exit the room whilst maintaining social distance

- Test subject chairs in the swabbing bay should be **minimum of 2m apart to allow social distancing between participants.**

- Each **swabbing desk must have a processing desk** close by – no more than 2m away. **Recording desk** to be located close by

- **Clear division between swabbing and processing area.** This should be clearly set out. Individuals being tested must not enter the processing area

- **Waste** - As a result of the revision to guidance, agreed with DEFRA, ATS waste can be disposed of through your mainstream waste disposal route

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Room Layout

1 **A registration desk**

To register staff, students and pupils, and scan their barcodes.

2 **Swabbing desks**

This is where staff, students and pupils will have their swab test.

3 **A sample processing area**

After swabs are taken, the LFD devices are moved here to process the samples. Results are ready in 20 to 30 minutes.

4 **A recording area**

To register test results and upload them to the national Test & Trace database.
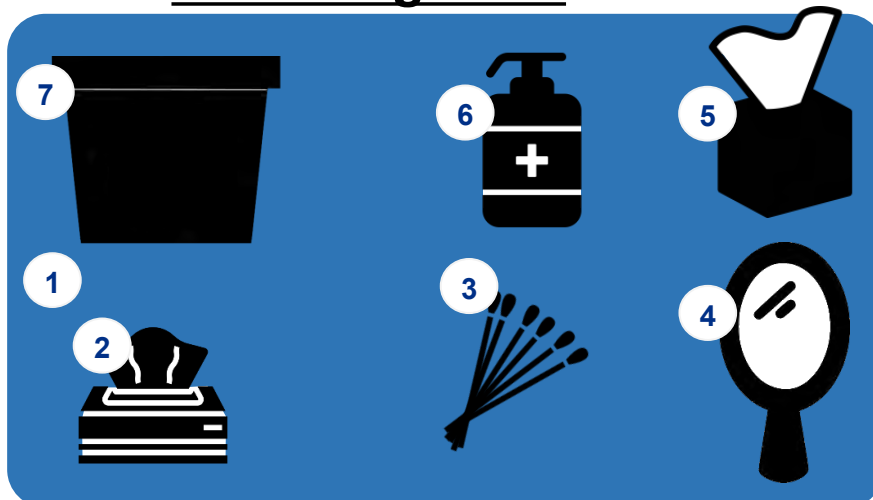
You will also need:

✓ A secure storage area for testing kits and PPE according to instructions (between approx. 2°C and 30°C)

✓ General cleaning daily (mops, buckets, cleaning agent, tissues)

Desk Layouts

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Swabbing Desk

1. Table
2. **Disinfectant wipes** (1 per bay)
3. **Swabs** / test kit (LFD & PCR) – keep in cover
4. **Mirror** (for supervised swabbing only)
5. **Tissues** (for test participants)
6. **Sanitiser** (1 per bay)
7. **Waste** (bin, bags & disposal)

Processing Desk

1. Table
2. Buffer solution
3. Vials
4. **Test tube racks** (to place vials & transport)
5. **LFD devices** – keep in cover
6. **Clock / Timer** (x2 minimum)
7. **Stationery** (black markers)
8. **Waste** (bin, bags & disposal)
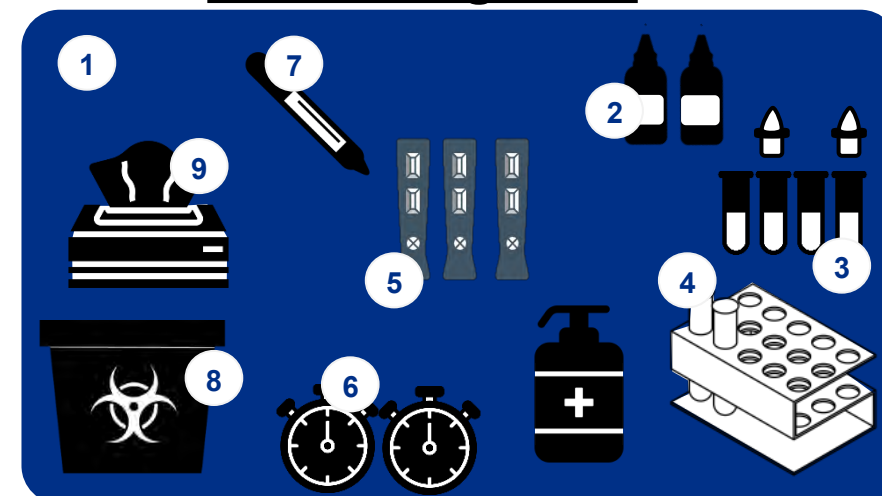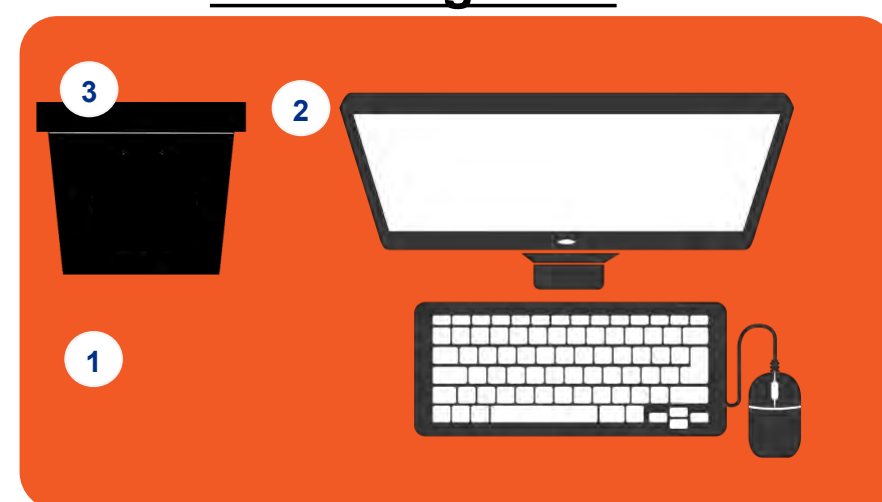9. **Disinfectant wipes** (1 per bay)

Registration Desk

1. Table
2. Computer
3. **Sanitiser** (x1 bottle)
4. **Barcodes** (roll of multiple)
5. **Test Registration cards** (multiple)

Recording Desk

1. Table
2. Computer
3. **Waste** (bin, bags & disposal)

No personal items should be brought to the test site. Disposable water glasses/ bottles may be provided in a dedicated area to support hydration during long testing sessions but this activity should only be undertaken after removing PPE and proper handwashing. All disposables should be discarded before leaving the testing area.

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How many desks do you need?

The tables below are examples of the number of tests that can be performed each day.

For further guidance on desks required please use the Workforce Planning Tool

Self Swab

- Based on an estimated throughput of 11 tests per desk per hour
- Estimated 6 hours of testing activities per day

Number of swabbing desks	Tests performed per day
3	198
4	264
5	330
6	396
7	462
8	528
9	594
10	660

Assisted Swabbing

- *Only for pupils and students who are unable to self swab. This might be particularly relevant for SEND settings -* Rapid asymptomatic testing in specialist settings - GOV.UK (www.gov.uk)
- Based on an estimated throughput of 9 tests per desk per hour

Number of hours of testing	Number of swabbing desks	Tests performed per day
4	1	36
5	1	45
6	1	54
6	2	108

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Step 3 – Training the workforce

Workforce Roles

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Note: more than one role can be performed by one person.

Quality Lead/ Team Leader
Responsible for the overall on-site operations at the test site, including day-to-day workforce management. Ensure quality assurance, incidents, risks mitigation across the testing service.

Test Assistant
Provides guidance and supervision to subjects on swabbing as requested. Collects completed swabs and pass them to the Processor. Ensures cleaning of swabbing desks.

Processor
Prepares test sample for analysis, conducts processing of LFD and interprets result. Provides results to Results Recorder. Ensures cleaning of processing desks.

COVID-19 Coordinator
Signs off and schedules testing activities; ensuring communications and consents are actioned; management of positive cases as per school and college guidelines.

Registration Assistant
Responsible for ensuring subjects have registered and distributing test kits on arrival. Ensures orderly entry of subjects onto the testing site.

Results Recorder
Collates results from Processor and uploads to the NHS Test and Trace service. Further details on the process for using this service will be provided separately.

Cleaner
Cleans the testing desks and disposes of waste.

For further guidance on workforce planning please use the Workforce Planning Tool

After the initial three on-site (ATS) tests for pupils and students you should scale back your ATS and the workforce by combining roles such as (1) the Covid Coordinator and Quality Lead roles and 2) the Results Recorder and the Processing Operative

IMPORTANT: If children and young people are not be able to swab themselves, support can be provided by someone suitably trained. Assisted swabbing (such as performing the swab for someone who is unable to self-swab) does not need to be done by a clinician. Training on how to provide assisted swabbing is available via the training detailed on the next slide.

Online Training

Prior to starting testing, the workforce must be trained for their roles

- It is recommended that training should be completed prior to the start of testing so the workforce have sufficient time to become familiar with their roles and responsibilities

- There is **online training** to support you in training your staff

- The details and a link to the online training are included in the **Training Guide for Rapid Testing in Schools and Colleges**

- The online platform has 6 short modules. Additional modules may be added to the platform to further supplement training

- Only staff who have passed the assessments should commence testing – schools/colleges are responsible for ensuring this is the case

- After completing the online training, testing staff are encouraged to practice using the testing devices during the onsite walkthrough
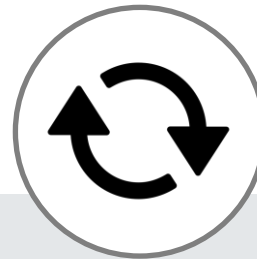
Step 4 – Protecting your workforce (PPE)

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PPE requirements

Although each workforce role will have different PPE requirements, there are three critical things to remember:

The full list of PPE the school and college needs includes: **disposable gloves**, **disposable plastic aprons**, fluid-resistant **surgical masks** and **eye protection** (goggles or visors).

PPE should be **replaced between test sessions** e.g. at the end of the morning session before lunch, except for specific roles. Instructions for how to do this are in the following slides.

Those doing sample processing roles need to **change gloves after each sample** following the appropriate PPE guides.

Some pupils and students may find the extra PPE worn by the workforce intimidating and may need extra reassurance about its role in keeping staff safe.

PPE requirements by role

Staff involved in delivering testing are required to wear the appropriate PPE for their role as detailed in the table below.

Role	Disposable gloves	Disposable plastic apron	Fluid-resistant (Type IIR) surgical mask (FRSM)	Eye protection
Processing Operative	**Yes** *(changed between samples)*	**Yes**	**Yes**	**Yes**
Indicates single or sessional use	Replace after each **test** (**single**)	Replace after each **session**	Replace after each **session**	Replace after each **session**
Cleaning Staff	**Yes** *(change if cleaning spillage)*	**Yes** *(change if cleaning spillage)*	**Yes**	**Yes**
Test Assistant	**No**	**No**	**Yes**	**No**
Covid Coordinator / Team Leader	**No**	**No**	**Yes**	**No**
Registration Assistant	**No**	**No**	**Yes**	**No**
Results Recorder	*If in contact with LFD*	**No**	**Yes**	**No**
Supplies Coordinator	**No**	**No**	**Yes**	**No**
Queue Coordinator	**No**	**No**	**Yes**	**No**
Indicates single or sessional use	Replace after each **session**	Replace after each **session**	Replace after each **session**	Replace after each **session**

Note: Anything not identified as "single use" is for "sessional" use (a session ends when a worker leaves the setting, fresh PPE is used at the start of each session) i.e. at break or end of shift. PPE should be changed if protective properties are compromised or contaminated from secretions

Putting on PPE

Make sure you perform hand hygiene. Use alcohol hand rub or gel or soap and water. Make sure you are hydrated and are not wearing any jewellery, bracelets, watches or stoned rings. This is guidance for putting on PPE, some of the steps may not be relevant for certain roles. **Role specific guidance for PPE for staff can be found in the Training guide and linked online training.**
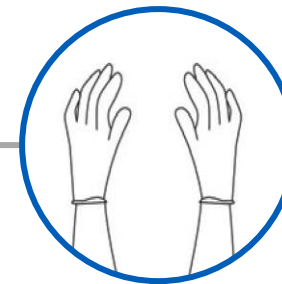
Put on plastic apron, making sure it is tied securely at the back.

Put on surgical face mask, if tied, make sure securely tied at crown and nape of neck. Once it covers the nose, make sure it is extended to cover mouth and chin.

Put on eye protection if there is a risk of splashing.

Put on gloves.

You are now ready to enter the testing area.

Removing PPE

Surgical masks are single session use, gloves and apron should be changed between test subjects. This is guidance for removing PPE, some of the steps may not be relevant for certain roles. **Role specific guidance for PPE for staff can be found in the Training guide and linked online training.**

Remove gloves, grasp the outside of the cuff of the glove and peel off, holding the glove in the gloved hand, insert the finger underneath and peel off second glove.

Perform hand hygiene using alcohol hand gel or rub, or soap and water.

Snap or unfasten apron ties around the neck and allow to fall forward. Snap waste ties and fold apron in on itself, not handling the outside as it is contaminated.

Once outside the testing area, remove eye protection

Perform hand hygiene using alcohol hand gel or rub, or soap and water.

Remove surgical mask.

Now wash your hands with soap and water. Run water over hands before applying soap, to avoid damage to skin as a result of frequent washing.

Step 5 – Registering and recording results

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Gaining consent to test

Why consent is necessary
- Participating in testing is voluntary. You will gain medical consent from a test subject (or from parents and guardians of those detailed below).
- Before giving consent, the person giving consent needs to read the privacy notice to understand what will happen with their data. A template is provided on the Document Sharing Platform.

How to gain consent
To gain consent you should use the Consent Form provided on the Document Sharing Platform
- The email and mobile phone number provided on the Consent Form should be used in registration and this is where their test results will be sent. Registration is done via the online tool 'Lite Registration' – more details are on the following slides.
- When requesting consent, schools and colleges must also share the Privacy Notice, which explains how test subjects' personal data will be used.
- When someone has provided consent, this must be recorded on your school or college's COVID-19 Test Register (see next page for more information).
- Staff consent should be recorded by the school and college. Staff test results should be managed through 'Lite Registration'.

Who requires parental consent?
- Under 16 year olds require a parent/guardian to consent on their behalf, using the Consent Form
- Those aged 16 and older may consent themselves, using the Consent Form
- Young people with SEND aged 16 to 25 years old do not need parental consent, provided that they are able to make the decision for themselves. However, the setting will need to decide whether the pupil can reasonably provide informed consent on their own behalf and may need to consider undertaking a Mental Capacity Assessment if appropriate.
- Looked after children may already have consent arrangements in place, covered by their local authority. If not, the child's social worker may consent (or seek consent from those with parental responsibility), using the Consent Form.
- Staff may consent themselves, using the Consent Form.

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Registering and recording results on NHS T&T system

There are 3 key processes which must be followed by your school or college to ensure that test results are registered and recorded safely on the online NHS T&T system. The first 3 steps must be followed so that the NHS Test and Trace process can occur. **Note that the NHS T&T system will not allow you to identify individuals and their results**. Please see the next slide on setting up a **COVID-19 Test Register** as this will allow you to identify anyone with a positive test result.

1. **Registering Team Leaders with DfE**
- This process will allow your test site staff to be set up to record test site results online. This can take up to 48 hours so you should start this as soon as you can using the form below.
- https://form.education.gov.uk/service/register-test-site-team-leader
- You can find more information on this on the next slide and in the step-by-step guide in the **Digital Guidebook**

2. **Registering test subjects (i.e. pupils and staff) online**
- Test subjects should be registered no longer than 24 hours after the test.
- Establishments can choose whether to use a 'bulk upload process' or 'lite registration' process to register test subjects:

   Option 1 - 'Bulk Upload' for multiple registrations
   - You can register up to 100 test subjects using this online service: https://organisations.test-for-coronavirus.service.gov.uk/
   - Use this template spreadsheet to upload registrations: Bulk Upload spreadsheet

   Option 2 – 'Lite Registration' for individual registrations

   - Individuals can use this service to register tests online: https://test-for-coronavirus.service.gov.uk/register-kit/register-rapid-test
   - Schools and colleges will need to ensure that test subjects register themselves, which may require staff supervision and involvement.
   - Subjects can register up to 24 hours in advance of being tested using this service

3. **Recording test site results online**
- This is where test site operatives log test results: https://log-coronavirus-test-site-results.service.gov.uk/
- You can find more detail in the Digital Guidebook.

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Setting up a COVID-19 Test Register (1 of 2)

Recording all test results on your school or college's COVID-19 Test Register

- It is important to set up a COVID-19 Test Register to allow you to track all test results, and ensure that anyone with a positive or void test result follows the correct procedure by self-isolating, or taking another test. It will also help you understand who needs to be identified as a contact of a positive case.

- You can find more detail on how to record results on the next slide.

- The COVID-19 Test Register is owned and managed by your school or college. It's up to you how you organise it but we have made recommendations on the next slide.

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Setting up a COVID-19 Test Register (2 of 2)

1. How to identify positive and void test results
Your school or college will need to keep its own records of test results, so that you can **identify positive or void test results** and ensure that everyone participating has given **consent**.

You can do this by creating a **COVID-19 Test Register,** which will allow you to record test results by Test Subject. You'll manage the register at school and college level, and it's up to you to decide how to manage it. It's separate from recording results online with NHS T&T. A template will be made available on the schools and colleges document sharing platform.

2. What to include in your COVID-19 Test Register
We recommend that your COVID-19 Test Register is hosted in a spreadsheet and stored securely. Please ensure that staff managing the register are recruited following Keeping Children Safe in Education Part 3. This is because they will be working with sensitive information about children.

3. Your register should track the following information:
- Name of Test Subject
- Whether they have given consent
- Unique Test Subject identifier (if needed) e.g. date of birth
- Barcode (these come with the LFD Test)
- Test Result (whether positive, negative or void)

4. Why it's important to keep a COVID-19 Test Register
While your school or college has a legal obligation to record all test results online, this doesn't allow you to track results yourself. It's critical that you use a COVID-19 Test Register **so you know when someone at your test site has tested positive**, or gets a void result. This will allow you to ensure that test subjects self-isolate or take another test.

5. Remember: You should keep your COVID-19 Test Register for a minimum of 14 days, and make sure that it is securely destroyed within 1 month of the testing programme ending. This is to ensure that you are compliant with **Data Protection law.**

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Step 6 – Checking you are ready to start testing

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Check you are ready to start testing (1/4)

Before you start testing you need to complete the following four steps:

1   **Designate a 'Quality Lead' / 'Team Leader'**

Each school / college will be required to put in place a quality management system and designate a member of the team to act as Quality Lead / Team Leader. They will have accountability for quality and risk management of the service within the context of a non-laboratory environment. It is not necessary for this person to have a clinical background but they must have undertaken the training for this role. In smaller settings, the site team leader can take on the role of quality lead.

Schools and colleges should have clear escalation and decision mechanisms in place to support the Quality Lead, who should read the **Quality Assurance Checklist** on the document sharing portal.

2   **Put in place a plan**

Each school is responsible for creating a quality management plan prior to the start of the testing, which should include the following:

a   **Training**

- Check and record that your testing workforce have carried out the knowledge assessment at the end of on-line training
- Check and record that the testing workforce have carried out a dry run as a team during mobilisation or on first day

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Test and Trace

Check you are ready to start testing (2/4)

2 b **Observe Testing Process**

- Review daily/weekly quality audits undertaken by the site supervisor (a sample quality checklist can be found here)
- Staff competence checks. Competency checklists for key roles are provided in here.

c **Monitoring and incident reporting**

- It is important that all incidents related to testing are recorded, including void results.
- Serious incidents, including those that require immediate pausing of all testing on site, should be escalated immediately to the DfE helpline.
- Incidents that disrupt testing and/or could potentially impact quality or safety of testing and cannot be resolved locally should be reported to the DfE helpline.
- Any other incidents that disrupt testing in any way, but that are resolved locally, should be reported to DfE through the Incident Reporting Form on Gov.uk. DfE will escalate issues to DHSC through the clinical governance process for rapid testing as required.

3 **Risk Assessment**

- Make sure you have a risk and incident management system that sets out the management of safety concerns, safety incidents and risk mitigation. A risk assessment template is provided here.

4 **Records and reporting**

- A record should be kept to capture all of the above points and to verify the checks have been undertaken. The record should note if any actions are necessary, that they are documented and followed up in a timely manner.

- Please retain a weekly summary of your records and record any lessons learned. DfE may contact you to collate information across different settings.

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Check you are ready to start testing (3/4)

5 **Quality assurance through dual swabbing**

- To assure that testing in schools is effective there will by quality assurance checks undertaken from time to time
- In some schools during the return to school testing, a number of testing participants will be asked to undertake a different type of test (PCR test) as well as the lateral flow test
- If your school has been asked to do this, all those who test during a given window of time would be asked to give a second sample for PCR test. This will be on voluntary basis and no one should be forced to undertake a second swab.
- The samples will need to be sent to a designated laboratory.
- The results for this second test will not be provided to the school or the individual as this is for service quality improvement.
- Detailed instructions and support will be provided to the schools involved.

Check you are ready to start testing (4/4)

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The table below provides a summary of who is responsible for what (or the clinical governance). All school and college testing sites are under the clinical governance and oversight of the National Testing Programme review based on the responsibilities set out below.

DfE's Responsibilities	DHSC's Responsibilities	School and College's Responsibilities
1. Overall operational delivery oversight of the programme 2. Helpline service for technical and operational aspects of lateral flow testing 3. Central incident tracking and triage system 4. Coordinate reporting back to DHSC on clinical assurance 5. Help MHRA on LFD testing reports 6. Support for local response by: • Central team on-call operations support • Providing a crucial link between local, regional and national response • Providing advice and support for escalating critical issues • Issuing frequently asked questions and best practice advice	1. Clinical Standard Operating Procedure (this document) 2. Test kits, PPE, test registration cards (physical or electronic format) and barcodes 3. Guidance for how to design, setup and run asymptomatic testing 4. Training for test site workforce (delivered digitally) 5. Example test area schematics to help design the testing site 6. Standard site collaterals (provided in electronic format) 7. Templates for Site Risk Assessment, staff competency checks, incident reporting, MHRA reporting 8. Test registration and result notification system 9. Quality and compliance checklists 10. Risk management templates	1. Ensuring appropriate local oversight and governance 2. Providing safe care and testing in line with the SOP, which is described in the training, 'how to' guide and other supporting materials supplied by DfE 3. Consent for testing, as appropriate 4. Ensuring appropriate safeguarding measures are in place 5. Ensuring staff are appropriately trained to undertake testing 6. Reporting and responding to incidents: Set up incident management system and escalation protocols 7. Appropriate Premises - identify and set-up suitable indoor site for testing and storage 8. Supplies - manage and track equipment required for the set-up and day to day running of a test site, including site supplies besides test kits and PPE 9. Communication and engagement plan with local stakeholders 10. Operate an appropriate booking system to schedule testing 11. Alignment with local public health response to Covid-19

Step 7 – Carrying out testing

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Test and Trace

The Lateral Flow Device (LFD) Test

You will be using rapid lateral flow antigen testing technology. This involves swabbing tonsils at the back of the throat and one nostril and processing the swab with a Lateral Flow Device (LFD).

The LFD detects the SARS-CoV-2 antigen that is produced when a person is infected with Covid-19.The presence of two coloured bands indicate a positive result for the viral antigens.

When used in combination with Personal Protective Equipment (PPE), regular hand washing and social distancing these tests will further reduce the risk of transmission. We must not relax any of these other measures.

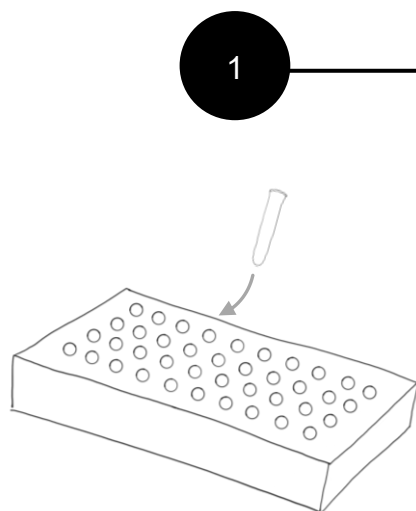| POSITIVE RESULT | NEGATIVE RESULT | VOID TEST |
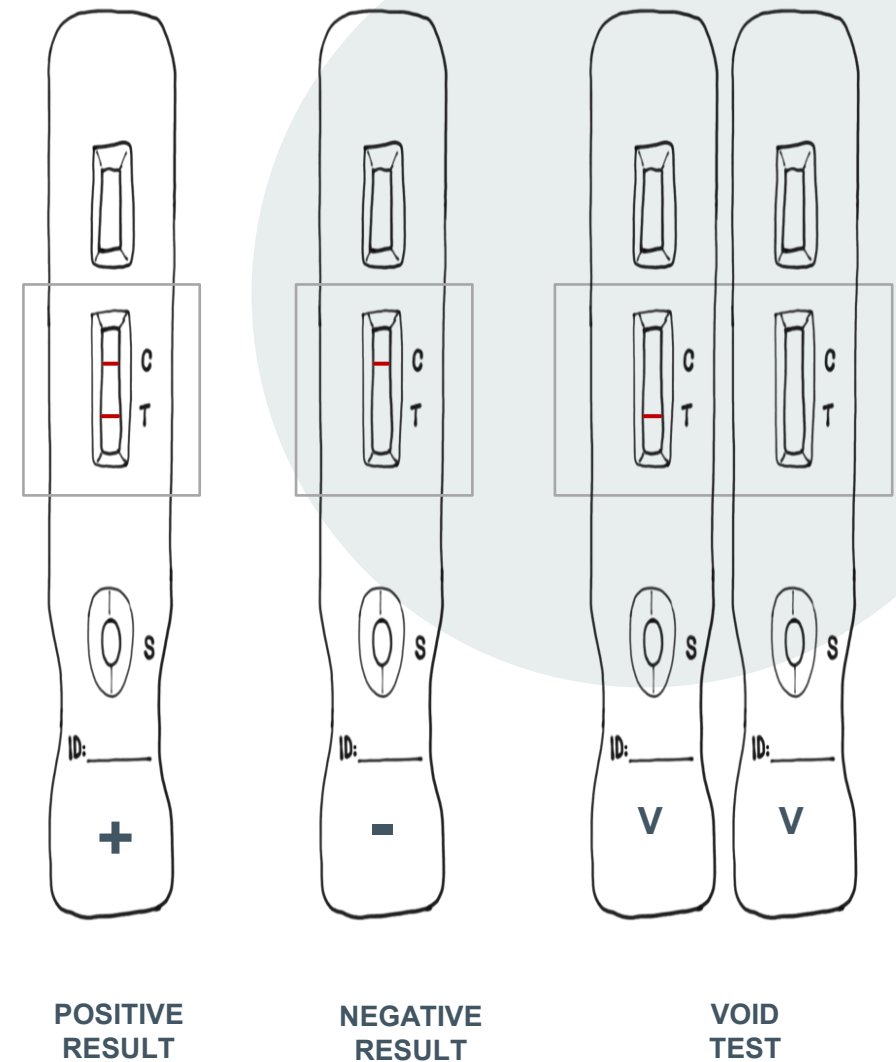
This test provides a result in 30 minutes.
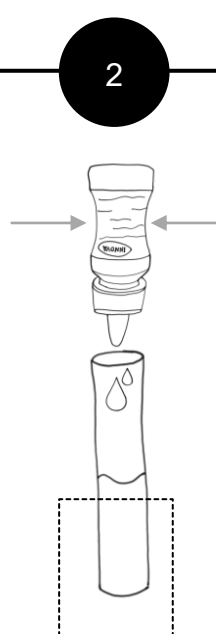
Preparing the test

The **Testing Processor** will need to prepare the Lateral Flow Device (LFD) cartridge, extraction tube and extraction solution on the table in front of the participant.

Preparing the tube before the test

1

First, place the extraction tube into the tube rack or equivalent.

### Preparing the extract solution in the tube

2

Add 6 drops of the extract solution into the extraction tube. **This is really important – don't let the extraction solution bottle touch the edge of the extraction tube** as it may invalidate the test.

Placing the tube in front of the person being tested

3
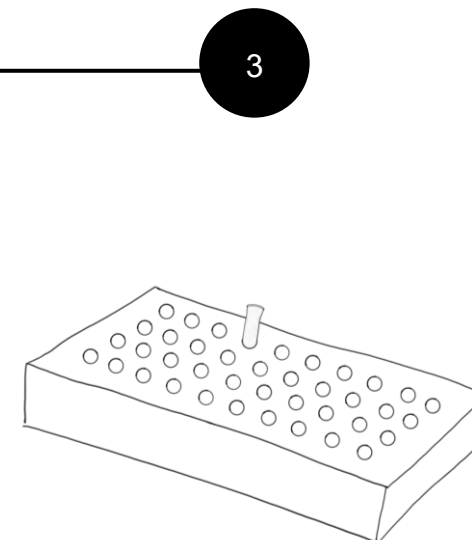
Place the prepared tube rack in front of the participant being tested. The participants will place their used swabs in this rack. Now staff and students/pupils are ready to take their tests.

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Test and Trace

Self-administering the test (1 of 2)

1 **2** **3** **4** **5**
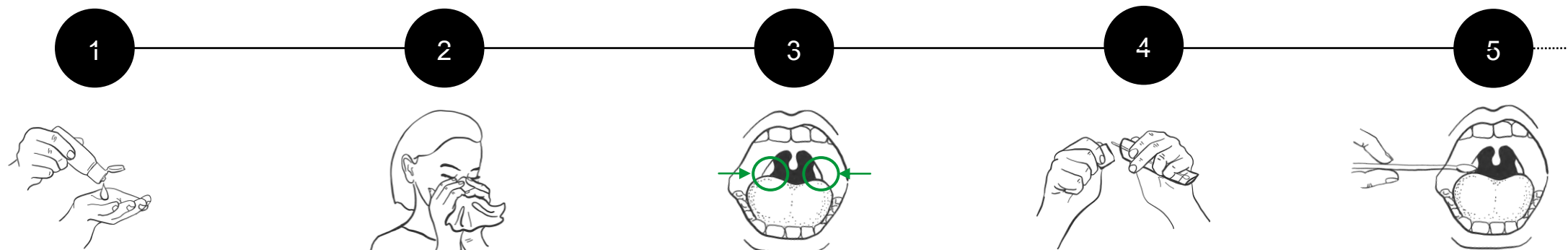
At the Registration Desk, the individual being tested (students/pupils/staff member) will be handed a barcode.

They will step up to the swabbing desk and hand the barcode to the Processor. They should **sanitise their hands** and remove their mask.

The person being tested will blow their nose into a tissue and throw the tissue into a bin. This gets rid of excess mucus.

They should then **sanitise their hands** once more.

They will look inside their mouth and find their tonsils – using a mirror helps. **Tonsils, marked in green, are where to swab the sample.**

If they've had tonsils removed, the area where tonsils would have been is where to swab.

Younger pupils may find this difficult or too uncomfortable. You can support them by advising them on how to swab*.

Time to open the package and gently take out the swab. This will be used for both throat and nose.

They will open their mouth wide and rub the fabric tip of the swab over both tonsils at the back of their throat **at least 4 times** (again, a mirror helps). Carefully remove the swab stick.

If the person being tested can't take a throat swab, they can swab both nostrils instead.

! ***If the student/pupil is unable to self administer the test, administered swabbing should be completed by a trained member of staff.**

Self-administering the test (2 of 2)
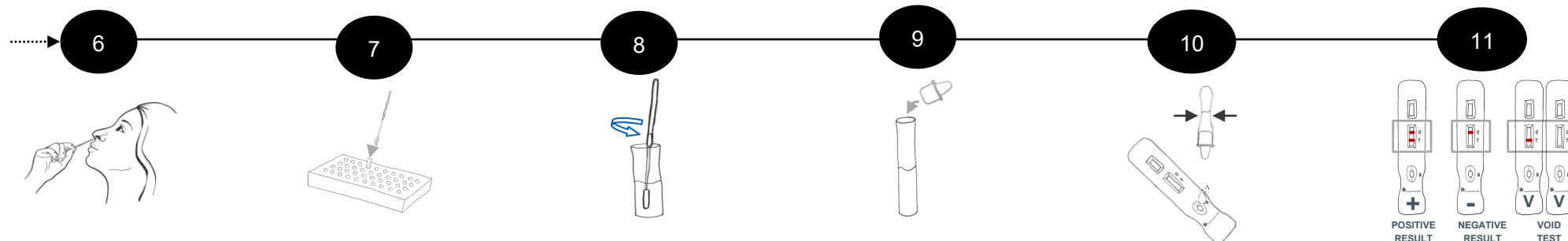
6 Time to swab the nose. They should **put the same end of the same swab gently into one nostril until they feel a slight resistance (about 2.5cm up the nose).** Rotate the swab 10 times and slowly remove it. They only need to sample one nostril except when the throat has not been tested. In this instance samples should be taken from both nostrils.

7 They will place their swab directly into the pre-prepared vial in the tube rack or equivalent, with the cotton bud end facing down.

Make sure they don't grasp the cotton bud end, which has been in contact with the tonsils and nostril. That might contaminate the sample.

8 The Testing Processor will then pick up the extraction tube, hold and press the swab head against the wall of the tube with force while rotating the swab for about 10 seconds.

Although the Testing Processor can observe multiple tests, they should only process one at a time to avoid mixing up barcodes and samples.

9 The lower end of the tube is squeezed whilst the swab is removed (to remove as much liquid from the swab head as possible). The swab is then thrown away into the yellow / clear waste bin, and the cap of the extraction tube is placed onto the tube.

The barcode that was handed over at the start of the test will be attached to the bottom of the LFD device *before* the sample is dropped onto the LFD.

10 Two drops of the solution is squeezed onto the sample well of the LFD cartridge and the time of the test is recorded on the LFD (for example HH:MM).

Movement of the LFD cartridge should be kept to a minimum and where it is required to be moved, the LFD cartridge must be kept horizontal using a tray.

**11** Results are analysed in 20 – 30 minutes and look like this diagram. **Two coloured lines indicate a positive test.**

The Testing Processor will look at the coloured lines and mark the result on the LFD with a permanent marker. The Results Recorder will then upload results to the national Test and Trace database.

- '+' mark for positives
- 'V' mark for invalid and void tests
- '−' mark for negatives
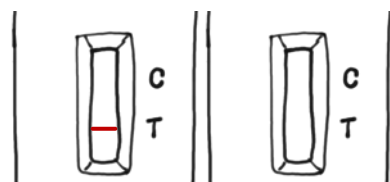
Interpreting the results

- All results must be reported after 30 minutes of development.

- Line C must be coloured to have a valid test result

- LFDs with positive lines that appear before 30 minutes can be reported after 20 minutes of development (positive results will not turn negative)

- LFDs that appear negative after 20 minutes of development may still become positive, so they can only be declared as negative after 30 minutes of development

- If a positive line appears **after** 30 minutes, it is a negative result, and **should not be reported as positive**
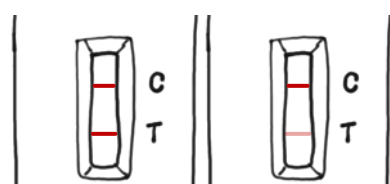
Positive result:
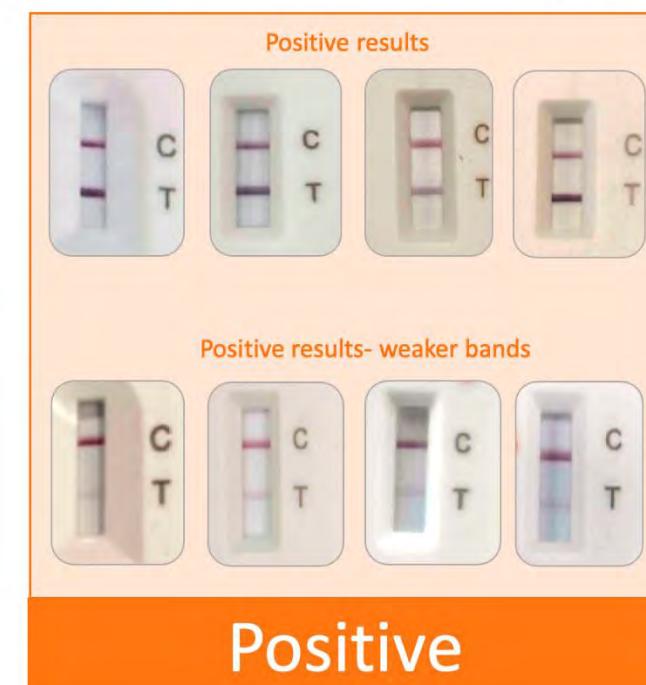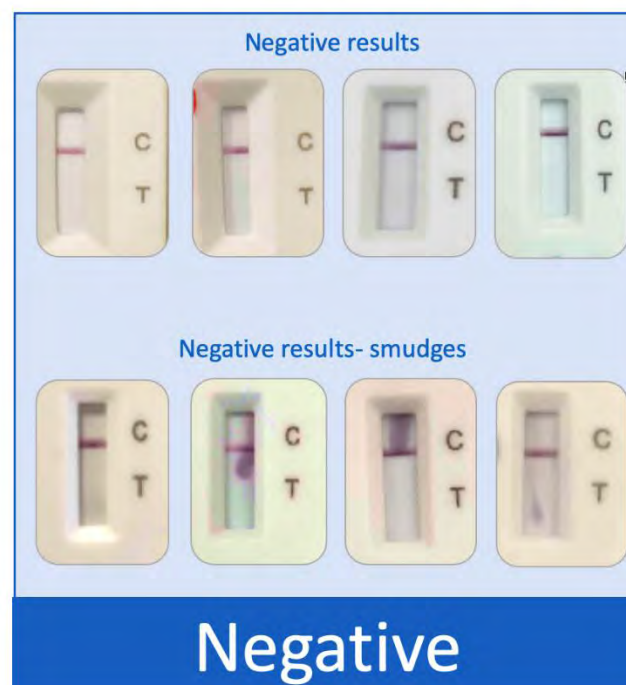Any visible coloured line on "C" and "T", which may be faint
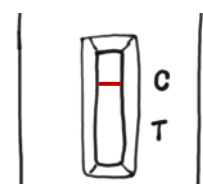
Negative result:
Coloured line on "C" only

Invalid or void result:
No coloured line on "C"

Results interpretation- real world examples

NHS
Test and Trace

Negative results

Negative results- smudges

Negative

Positive results

Positive results- weaker bands

Positive

Supporting children and young people with special educational needs and disabilities (SEND)

- We recognise that self-swabbing may cause distress for some children and young people, including those with special educational needs and disabilities (SEND).

- There may also be particular considerations relating to the health of the individual to be taken into account in decisions (by the parent or young person) about whether to consent to a test.

- These concerns can often be alleviated by discussing them with the child or young person and their family, and agreeing strategies to help manage the testing process.

- We have invited views from representatives of those with SEND and have provided some suggestions on the following slides to help make the testing experience as stress-free as possible for the child or young person.

- The following considerations may be relevant to all children and young people with SEND, whether or not they have an Education, Health and Care plan, or if they attend a specialist setting. Other children and young people may also benefit from some of the suggestions included here.

- In addition to these suggestions, we have published guidance on mass testing for specialist settings (including special schools and colleges and Alternative Provision).
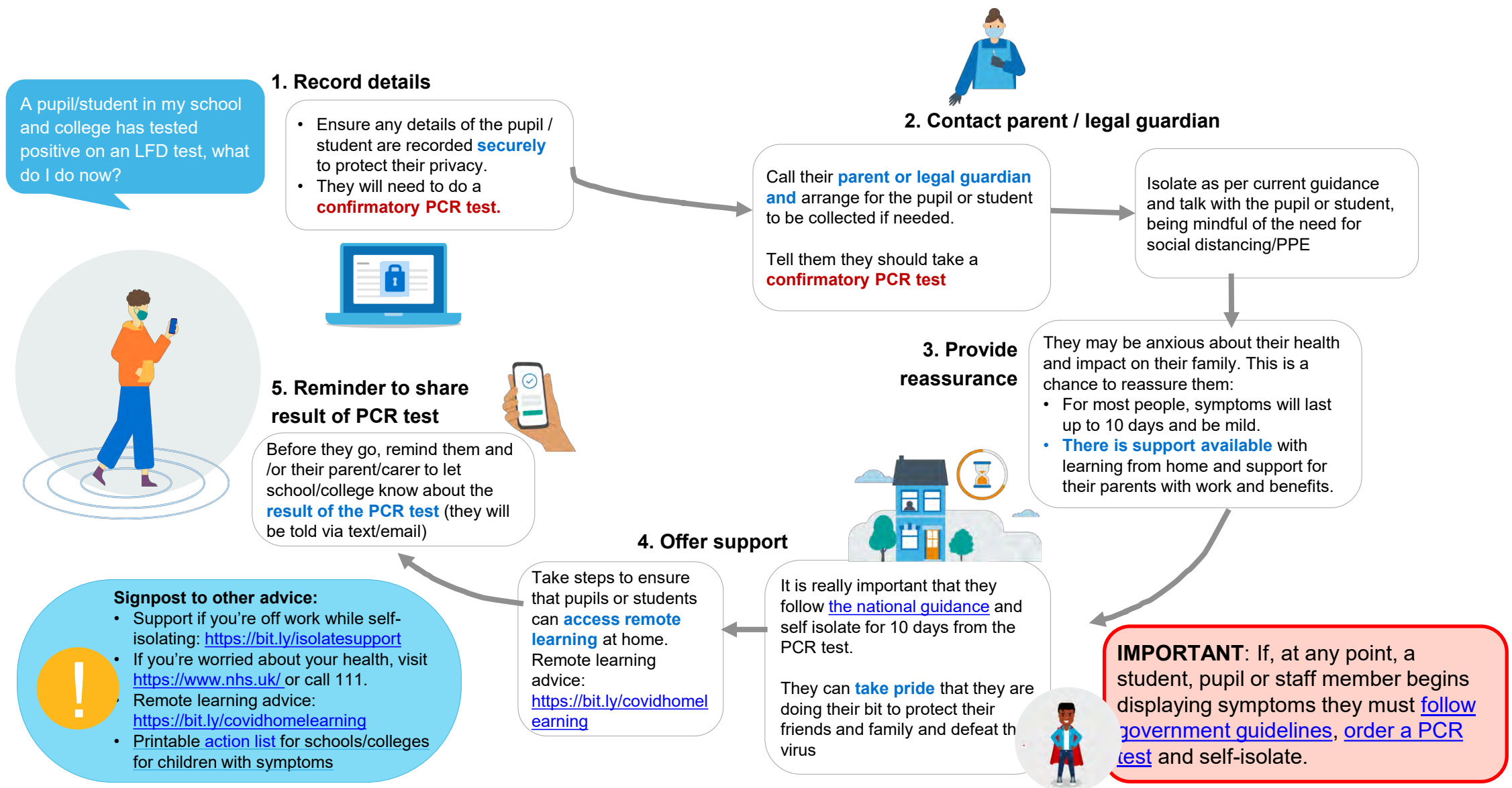
Suggestions from representatives of those with SEND to make the testing experience as stress-free as possible

- Ensure parents or carers, and where possible the child or young person, have a good understanding of the testing process; and ensure the person making the consent decision (typically the young person or the parent) has information about the risks and benefits.

- Ask the child's parents or carers if they can anticipate any particular adverse response to the testing process from the child and take steps to manage these.

- In exceptional circumstances, parents or carers may be present to support their child to self-administer or to administer the test.

- Taking time to communicate with the child or young person will help prepare them (videos with signing, symbols, pictures, as appropriate): an explanation is always helpful if they are going to experience something unfamiliar or unpleasant.

- Those involved in the testing process should always use a calm, reassuring tone and taking time to administer the test can alleviate anxiety.

- Consider whether offering the child or young person a relaxing activity after testing and a refreshment might be helpful.

- Some children and young people, such as some with autism, may react poorly to close physical contact with adults and medical procedures. Those involved in testing need to be advised where this is a possibility and take appropriate steps, such as inviting a trusted adult in the school or college to accompany the child or (where this is consistent with published guidance) administer the test.

- Where possible a combined nose and throat swab should be taken. A child or young person may find it difficult to take a throat swab due to their having difficulty in understanding instructions, needing to keep their mouth open during the period of swabbing or their having a strong gag reflex. In such cases, a nose swab from both nostrils can be taken instead. Similarly, if for some reason a nasal swab is not feasible, a throat swab alone will suffice.

- Special schools and specialist colleges already have a range of staff to meet the health needs of children and young people. These staff have undertaken a variety of training to support health needs and it might be appropriate for them to administer swabs for those who cannot self-administer.

Communicating Results

What to do if a pupil/student tests positive for COVID-19 on a Lateral Flow Device (LFD).

> A pupil/student in my school and college has tested positive on an LFD test, what do I do now?

1. Record details

- Ensure any details of the pupil / student are recorded **securely** to protect their privacy.
- They will need to do a **confirmatory PCR test.**

2. Contact parent / legal guardian

Call their **parent or legal guardian and** arrange for the pupil or student to be collected if needed.

Tell them they should take a **confirmatory PCR test**

Isolate as per current guidance and talk with the pupil or student, being mindful of the need for social distancing/PPE

3. Provide reassurance

They may be anxious about their health and impact on their family. This is a chance to reassure them:

- For most people, symptoms will last up to 10 days and be mild.
- **There is support available** with learning from home and support for their parents with work and benefits.

4. Offer support

It is really important that they follow the national guidance and self isolate for 10 days from the PCR test.

They can **take pride** that they are doing their bit to protect their friends and family and defeat the virus

Take steps to ensure that pupils or students can **access remote learning** at home. Remote learning advice: https://bit.ly/covidhomelearning

5. Reminder to share result of PCR test

Before they go, remind them and /or their parent/carer to let school/college know about the **result of the PCR test** (they will be told via text/email)

Signpost to other advice:
- Support if you're off work while self-isolating: https://bit.ly/isolatesupport
- If you're worried about your health, visit https://www.nhs.uk/ or call 111.
- Remote learning advice: https://bit.ly/covidhomelearning
- Printable action list for schools/colleges for children with symptoms

IMPORTANT: If, at any point, a student, pupil or staff member begins displaying symptoms they must follow government guidelines, order a PCR test and self-isolate.

N.B. Taking a confirmatory PCR test is temporarily suspended until further notice. Therefore any actions linked to it in the above should not be taken. Importantly individuals should isolate from the point of receiving a positive LFD.

Resources to support you

NHS
Test and Trace

Important Contacts

Schools and colleges in England can raise questions, concerns or report issues, via **the DfE coronavirus helpline: 0800 046 8687. Opening hours** Monday to Friday from 8am to 6pm, Saturday and Sunday from 10am to 6pm. You can also use this contact form to report issues relating to delivery and supply of testing kits.

Anyone with one or more of symptoms of coronavirus - a high temperature, a new continuous cough; or a loss or change in sense of smell or taste - should self-isolate and book a test or call 119 in England and Wales, or 0300 303 2713 in Scotland and Northern Ireland.

If you have an urgent media query or you or your school or college is approached by a member of the media, please contact the Department of Health and Social Care press office in the first instance.

The latest guidance and templates are available on the **School and College document sharing platform for Rapid Testing.**

Where to find more information

Latest information on Rapid Testing is available at:

Gov.uk

Schools and Colleges document sharing platform for Rapid Testing

This page will be regularly updated to include:

- FAQs

- How to order more test kits

- Up to date government guidelines

- More detailed information about the testing process

- The digital process for managing registration and linking to the national Test & Trace process

- Contact information for DfE and DHSC support teams for additional resources and documents

Additionally you may find the lesson plans and activity kits available at www.storicise.com a useful way of engaging pupils and students in mass testing.
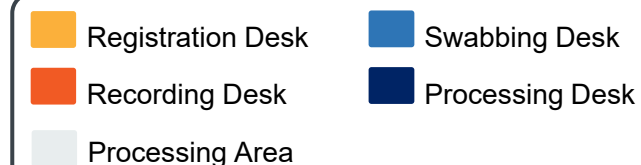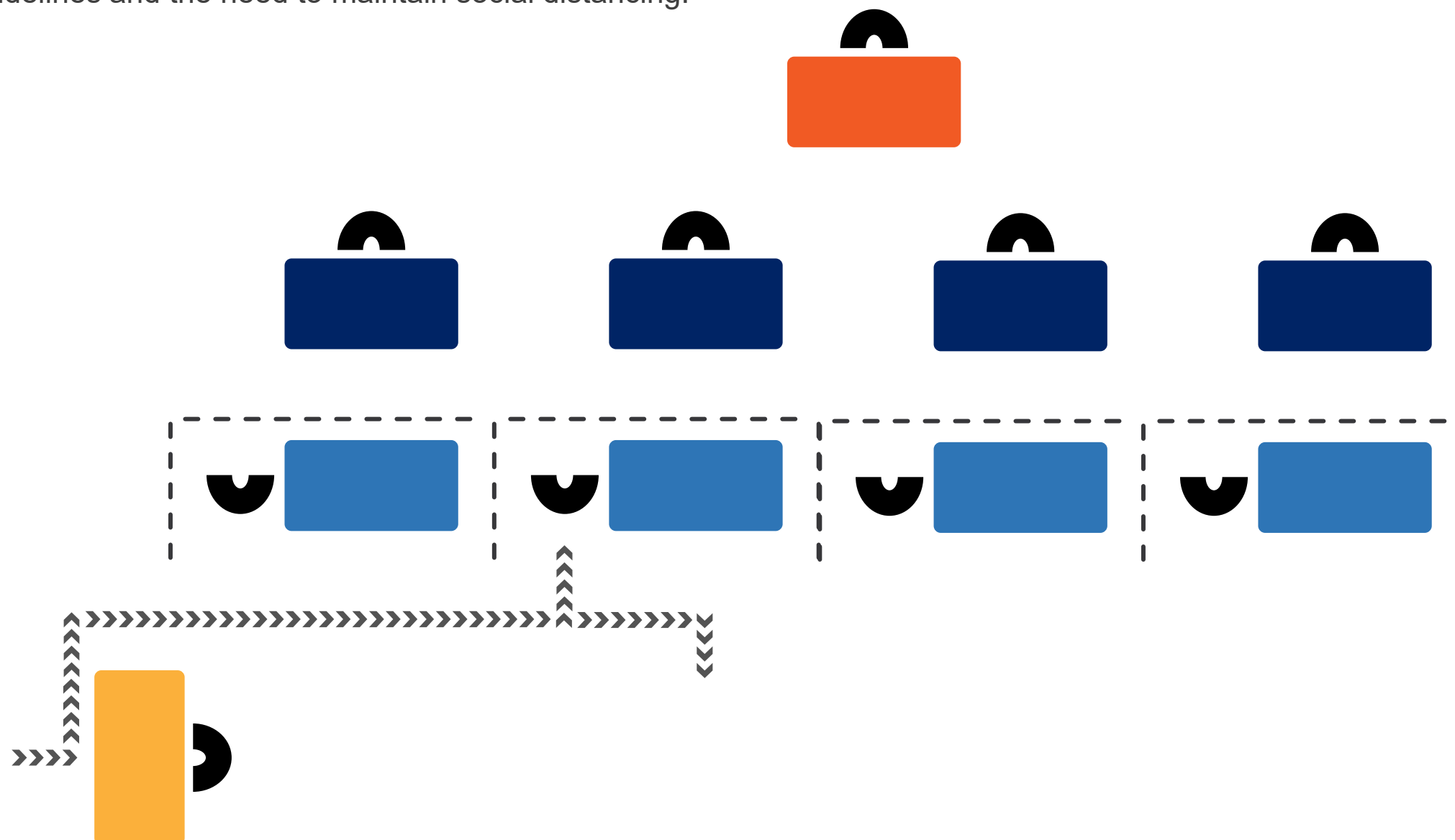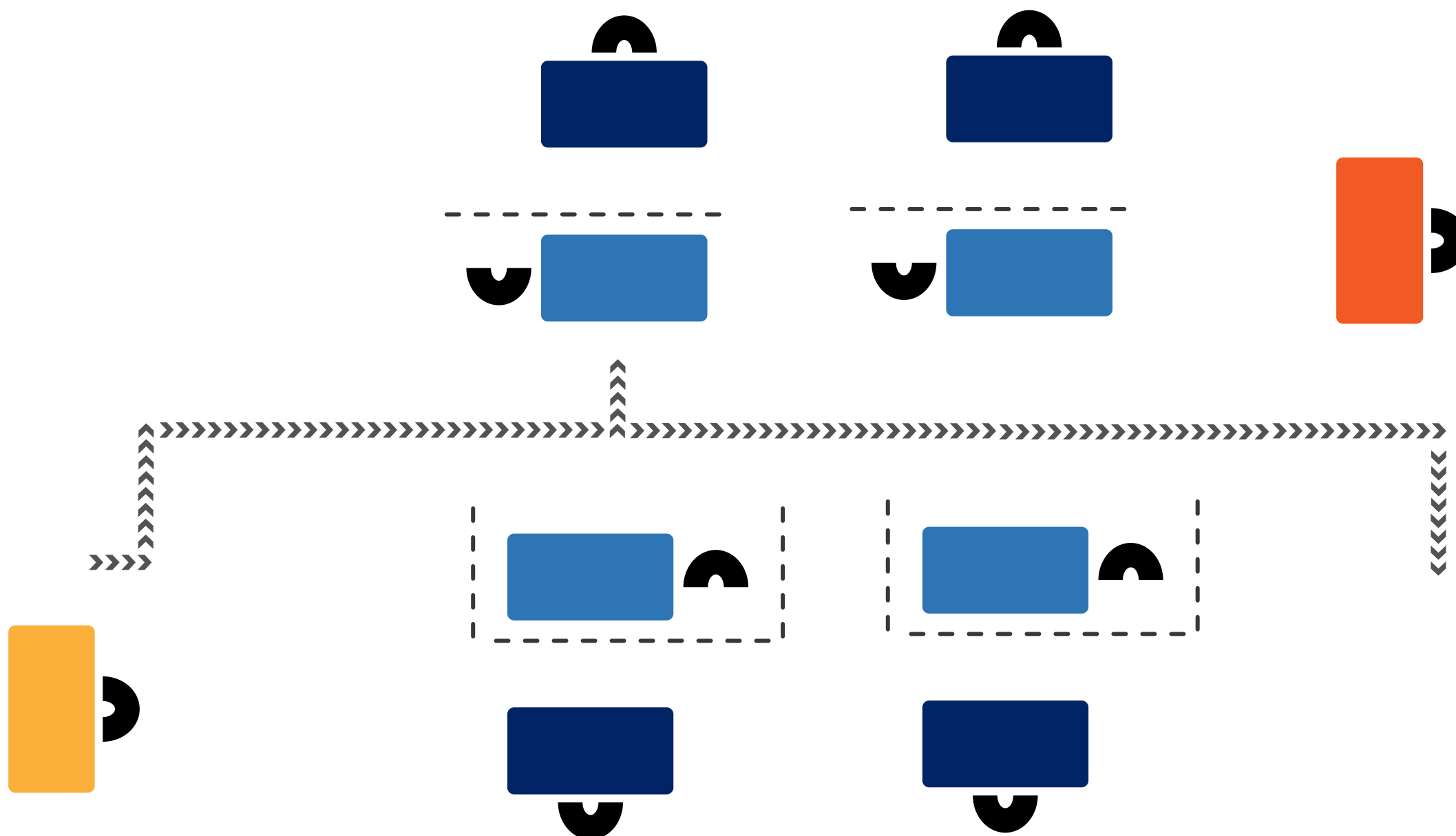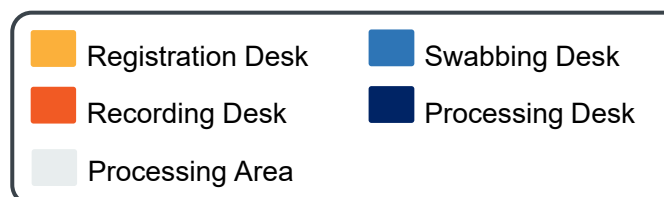
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Appendix
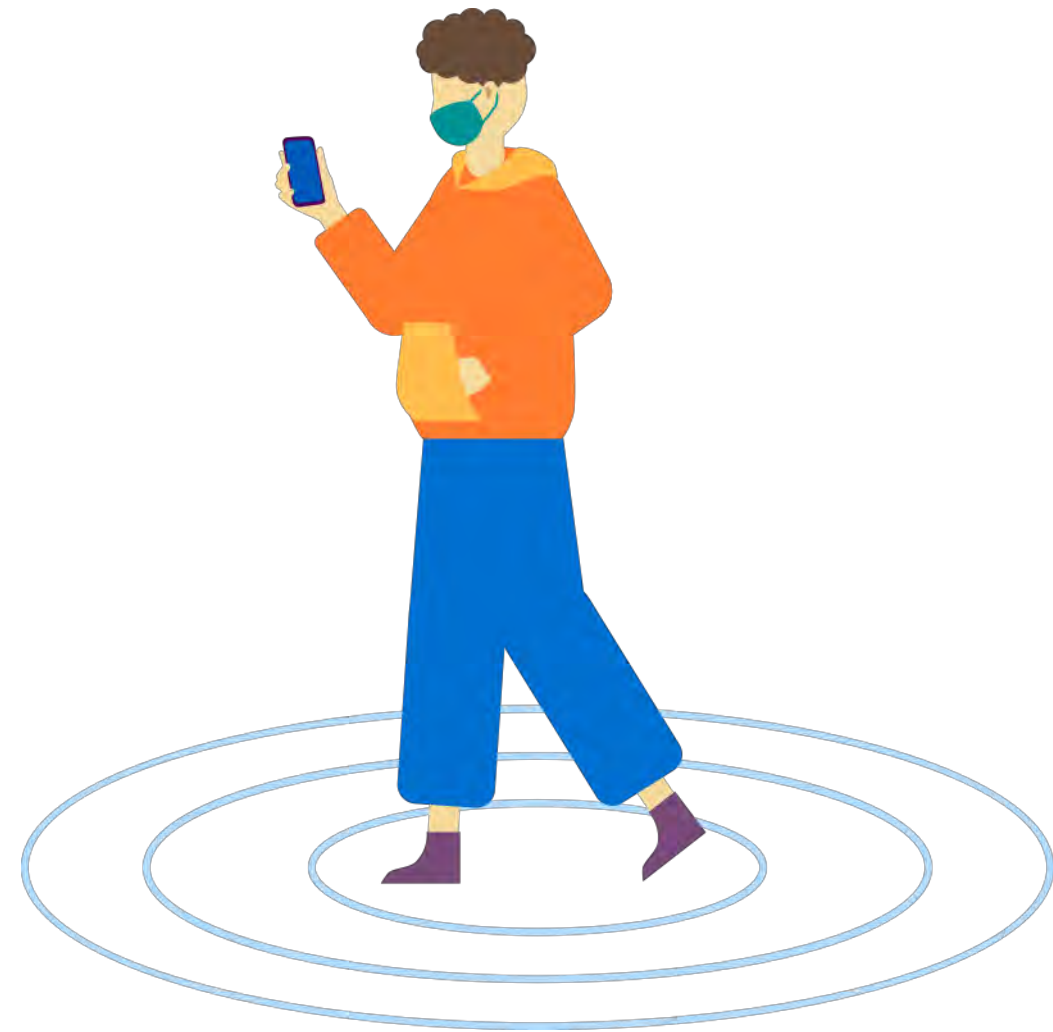
Alternate Layout: Option 1

We know every testing site is different. Adjust these based on your school or college's individual needs while sticking to the guidelines and the need to maintain social distancing.

NHS Test and Trace

Registration Desk
Recording Desk
Processing Area
Swabbing Desk
Processing Desk

NHS
Test and Trace

Alternate Layout: Option 2

We know every testing site is different. Adjust these based on your school or college's individual needs while sticking to the guidelines and the need to maintain social distancing.

	Registration Desk		Swabbing Desk
	Recording Desk		Processing Desk
	Processing Area		